



**[SCHOOL NAME]**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 23K298 THE DR. BETTY SHABAZZ SCHOOL**  
**ADDRESS: 85 WATKINS STREET, BROOKLYN, NEW YORK 11212**  
**TELEPHONE: (718) 495 – 7793**  
**FAX: (718) 566 - 8770**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 298      **SCHOOL NAME:** The Dr. Betty Shabazz School

**SCHOOL ADDRESS:** 85 Watkins Street

**SCHOOL TELEPHONE:** (718) 495 – 7793      **FAX:** (718) 566 - 8770

**SCHOOL CONTACT PERSON:** Antoinette Martin      **EMAIL ADDRESS:** Amartin37@scho  
ols.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Joel Pietrzak

**PRINCIPAL:** Antoinette Martin

**UFT CHAPTER LEADER:** Lloyd Gilkes

**PARENTS' ASSOCIATION PRESIDENT:** Brenda Robertson

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 23      **CHILDREN FIRST NETWORK (CFN):** 302

**NETWORK LEADER:** Roz German

**SUPERINTENDENT:** Ainslie Cumberbatch

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Antoinette Martin	*Principal or Designee	
Lloyd Gilkes	*UFT Chapter Chairperson or Designee	
Brenda Robertson	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Marisol Zayas	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Martilde Rodgers	Member/Parent	
Michelle Rodgers	Member/Parent	
Robin Sims	Member/Parent	
Kishma Holmes	Member/Parent	
Natasha Capers	Member/Parent	
Ronke Aduroja	Member/Teacher	
Katrina Connor	Member/Teacher	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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**The Dr. Betty Shabazz School Elementary and Preparatory School for the Performing Arts is an elementary-middle school located in the Brownsville section of Brooklyn, New York serving students from pre-kindergarten through grade 8. Our school population is comprised of 86% African American, 13% Latino, and 1% white. We are a recipient of Title 1 funding with an eligibility of 99% free lunch status. The school is in good standing in the areas of English Language Arts, math, and science. We achieved a rating of Proficient on our 2009 - 2010 Quality Review. Our average attendance rate for the school year 2009 - 2010 was 89.1% and we are working diligently to achieve nothing less than 90% for this school year.**

**Our school vision is to create an environment where young people are relating and connecting their education to their creativity and their creativity to their place in society and the world. This will be accomplished within the caring, respectful, proud community of students, parents, faculty and staff, who all exhibit a great sense of dignity.**

**Our school mission is to have caring and nurturing staff who will lay a firm educational foundation, based in the core knowledge of academic subjects, for our students and to expose them to the Performing Arts. Students in Early Childhood and Elementary School are introduced to various performing arts forms: music, dance, theater, and technology. This practice then guides the middle school child to select a Talent in which to major. In this way students embrace diversity, collaboration and competition and further develop the values of education, respect, self-esteem and self-worth and ultimately become productive citizens who value their place in the world.**

**Our current school support system is Children First Network 302 – Believe In Children, under which, our students will be engaged in a holistic curriculum, Core Knowledge, and the Arts, embedded in differentiated instruction that exposes them to an interdisciplinary nature of our society.**

**Our Special Programs include: Chess-in-the-Schools which improves students higher order and critical thinking skills; Science Club which focuses on our environmental well-being and recycling; Penny Harvest which teaches the value of giving to a cause; The Princess Etiquette Club for young girls in grades 1 – 4 which focuses on self-esteem, etiquette and socialization skills; Eighth Grade Graduation and Cotillion which is a Rite of Passage that will highlight student achievement and social etiquette; Student Government which empowers students to have a voice in the government of their school body will be enhanced this year with a Leadership Program directed by Partnerships With Children**



**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				<b>Poverty Rate: % of Enrollment</b>					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				<b>Students in Temporary Housing: Total Number</b>					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				<b>Recent Immigrants: Total Number</b>					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
Total				(As of June 30)	2007-08	2008-09	2009-10		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)				
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10	
				CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
<b>Male</b>								
<b>Female</b>								

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>		<b>Overall Evaluation:</b>	
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### Section IV: Needs Assessment

#### **Performance Trends**

**Data Source: New York State School report Card Accountability and Overview Report (2009-10)**

#### **Findings:**

##### **ELA**

- All Students (PI=135), African American (PI=135), Hispanic (PI=140), Students With Disabilities (PI=111) and Economically Disadvantaged(PI=135) student groups did not make Adequate Yearly Progress.
- There is a performance gap of 13% between Male students (PI=128) and Female students (PI=141).

##### **Math**

- All student groups made AYP, except Students With Disabilities (PI=111).
- There is a performance gap of 16% between Male students (PI=142) and Female student (PI=158).

##### **Science**

All student groups made AYP.

#### **Two Year Comparison**

The previous year all student groups made AYP in ELA, Math and Science.

- Due to the adjustment of cut scores for the 2009-10 State Exams, a comparison to the 2008-09 results indicate a 36.1% drop in the percent of all students scoring at level 3 and above in ELA.

- 10.8% of the 83 Students With Disabilities tested in ELA in 2009-10 performed at level 3 or above as compared to 23% for the 80 students tested in 20-08-09, a decrease of 14.2%.

The chart on the next page shows the disaggregated results for both years.

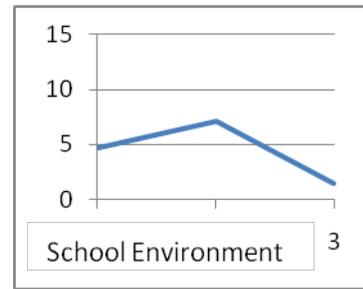
**Results of the State English Language Arts Test  
Grades 3,4,5,6,7 and 8  
2009-2010  
PS 298**

					Level 1		Level 2		Level 3		Level 4		Level 3+4	
23K298	All Grades	2009	All	343	11	3.2	140	40.8	184	53.6	8	2.3	192	56
23K298	All Grades	2010	All	341	88	25.8	185	54.3	62	18.2	6	1.8	68	19.9
23K298	All Grades	2009	ELL	8		0	0	6	75	2	25	0	0	25
23K298	All Grades	2009	EP	335		11	3.3	134	40	182	54.3	8	2.4	19.0
23K298	All Grades	2010	ELL	15		11	73.3	3	20	1	6.7	0	1	6.7
23K298	All Grades	2009	SWD	80	10	12.5	50	62.5	20	25	0	0	20	25
23K298	All Grades	2010	SWD	83	40	48.2	34	41	8	9.6	1	1.2	9	10.8

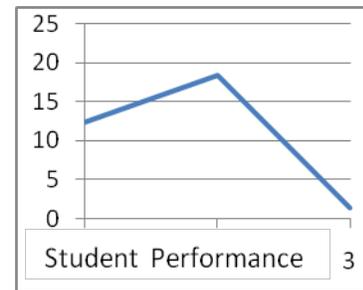
**Data Source:** New York City Department of Education School Progress Report (2009-10)

The following chart is a three year comparison of the results of the school Progress Report.

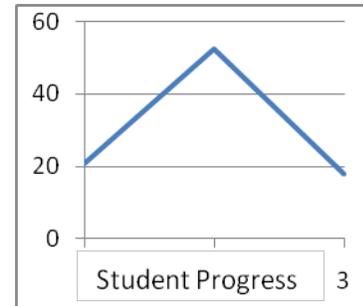
	2006-07	2007-08	2008-09	2009-10
<b>School Environment</b>		4.7	7.1	1.4
Academic Expectations		6.8	7.2	6.8
Communication		6.1	6.4	6.1
Engagement		6.4	6.8	6.3
Safety & Respect		6	6.3	5.9
Attendance		88.4	90.1	88.8



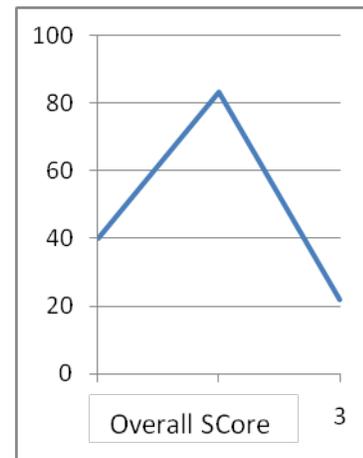
	2006-07	2007-08	2008-09	2009-10
<b>Student Performance</b>		12.4	18.4	1.4
<b>English Language Arts</b>				
% of students at proficiency (Level 3 or 4)		39.3	54.2	18.9
Median student proficiency (1.00 - 4.50)		2.86	3.03	2.32
<b>Mathematics</b>				
% of students at proficiency (Level 3 or 4)		51.8	60.3	19.3
Median student proficiency (1.00 - 4.50)		3.0	3.2	2.39



	2006-07	2007-08	2008-09	2009-10
<b>Student Progress</b>		20.8	52.6	18.0
<b>English Language Arts</b>				
% of Students making 1 Year progress		64.2	75.7	
% in lowest 1/3 making 1 Year progress		85.3	93.5	
Average Change in Proficiency - Level 1 & 2		0.26	0.36	
Average Change in Proficiency - Level 3 & 4		0.04	0.04	
Median Growth Percentile				60
Median Growth Percentile-school's lowest 1/3				46
<b>Mathematics</b>				
% of Students making 1 Year progress		36.2	66.0	
% in lowest 1/3 making 1 Year progress		53.3	78.0	
Average Change in Proficiency - Level 1 & 2		0.09	0.32	
Average Change in Proficiency - Level 3 & 4		0.31	0.06	
Median Growth Percentile				47.5
Median Growth Percentile-school's lowest 1/3				67.0



	2006-07	2007-08	2008-09	2009-10
<b>Additional Credit</b>		2.3	5.3	1
<b>Overall Score</b>		40	83.4	21.8
<b>Progress Report Grade</b>		C	A	C





## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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**1) By June 2011 attendance will increase to 90% for the school year as measured by ATS attendance report.**

Based on progress report data we need to improve attendance school wide.

**2) By June 2011, based on the NYS ELA, we will decrease level 1 by 5% and increase level 3 by 10% for all students.**

Based on NYS School Report Card we made AYP for students with disabilities using "Safe Harbor", therefore we need to improve student performance to make AYP for all students.

**3) By June 2011, based on NYS Mathematics Assessment we will reduce the percentage of level 1 by 5% and increase % of level 3 by 10% for all students.**

Based on the performance index for Students with Disabilities (SWD) on the NYS School Report Card, and our EAMO target we need to increase the performance for all students.

**4) By June 2011, we will increase parent participation and attendance at school workshops by 20%.**

Based on attendance documents from Parent events.

**5) By June 2011, we will increase safety in the school environment by 2.5% as evidenced in the Learning Environment Survey.**

Based on the Learning Environment Survey

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** All/Attendance

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, attendance will increase to 91% for the school year as measured by the ATS attendance report.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We are using a variety of tools to help ensure that our students come to school on a regular basis including:</p> <ul style="list-style-type: none"> <li>• <b>Monthly Incentives:</b> These incentives are meant to encourage students to come to school regularly and are applied only if a student has perfect attendance for a particular month. Some examples are <b>monthly trips, monthly movie or pizza parties</b>, and a <b>bulletin board</b> recognizes perfect attendance for that month by class.</li> <li>• <b>Daily announcements:</b> Classes that achieve perfect attendance for a school day are recognized during morning announcements on the following school day.</li> <li>• <b>Telephone calls/Home visits:</b> Especially in cases where there are egregious absences, homes are called via the Automated Phone Master in order to help prompt students and parents about the importance of attending school. In extreme cases, members of the attendance team make home visits for the same purpose.</li> <li>• <b>Referrals to Appropriate Agencies:</b> When a child is consistently absent from school, appropriate agencies are contacted so that they can help rectify the problem.</li> <li>• <b>Educational Assistant 504 Support:</b> In the case of special education students in self-contained classes, an educational assistant provides academic and emotional support to students which helps to decrease their frustration levels (which may be keeping them home) and also to encourage them to continue to do their best and to come to</li> </ul>

	<p>school each day.</p> <ul style="list-style-type: none"> <li>• <b>Long-Term Absences and 407s:</b> Our attendance team is constantly at work striving to eliminate long-term absences in the building and also to close any 407's. The attendance team has also put a major focus on resolving ongoing, sporadic absences among our student body.</li> <li>• <b>Pupil Personnel Committee (PPC):</b> Students with high numbers of absences are also referred to our PPC which meets twice monthly and helps to develop an action plan for these students.</li> <li>• <b>Student Clubs:</b> Many extracurricular activities are offered in the building which, besides being a source of continued learning for our students, provide motivating reason for our students to come to schools. These include <b>Student Government</b> in conjunction with the <b>Partnership for Children Leadership Program, Robotics Club, Connect With Kids Program, Chess Club, and the Basketball Team.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title I, Fair Student Funding, Contract for Excellence</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>· ATS Reports</li> <li>· Daily/Weekly/Monthly at or above 90%</li> <li>· Bulletin Board recognition with an increase of at least one class per month showing 100% attendance</li> <li>· Every month a 5% increase in eligible students</li> </ul>

Subject/Area (where relevant): ELA/SWD

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, based on the NYS ELA Assessment, we will decrease level 1 by 5% and increase level 3 by 10% for all students.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We are using a variety of tools and strategies to help improve our students’ abilities in ELA. These include:</p> <ul style="list-style-type: none"> <li>• <b>Open Court Reading Program:</b> This comprehensive reading program, with a strong focus on phonics and phonemic awareness is used across the board in our Kindergarten-2<sup>nd</sup> grade classes.</li> <li>• <b>ELA Instructional Block:</b> In the elementary grades (up to grade 6), students have a 90 minute block of ELA instruction each day. In the middle school, students have one 45 minutes of ELA each day in addition to working on their ELA <b>Skill of the Week</b> in all of their classes. In the middle school, there has been a major focus put on teaching across the content areas, and ELA taught in nearly every class to some extent.</li> <li>• <b>Smartboard Technology:</b> Many of our classrooms have Smartboards and projectors for use in teaching ELA and other subjects. This technology allows students to have a more hands-on and visual learning experience.</li> <li>• <b>Classroom Inc.:</b> This comprehensive program is used in grades 5-8. The program includes a variety of content areas and gives students the opportunity to take on a job in a particular field. It is largely computer-based and helps motivate students to want to read.</li> <li>• <b>100 Book Challenge:</b> Students are challenged to read 100 books by the end of the school year. If they complete this task, they are awarded for their efforts.</li> <li>• <b>Achieve 3000:</b> This computer-based, interdisciplinary program modifies all of its content based on the reading level of the particular student using the program. Our students (grades 3-8) use this program at least twice per week and are constantly seeing their scores, and reading levels go up.</li> <li>• <b>Cross-grade reading:</b> Some students from our middle school have paired with other</li> </ul>

	<p>students from our elementary school as “buddies.” These students, and their teachers, meet weekly and the older students read and do projects with their buddies.</p> <ul style="list-style-type: none"> <li>• <b>Morning Announcements:</b> During the morning announcements each day a <b>Word of the Day</b> OR a <b>Read Aloud</b> is done over the PA. Students are asked to use these words or messages (from the read aloud) in their daily lives.</li> <li>• <b>CAMBA Saturday Academy:</b> 50 of our students (grades 4-8) are part of our Saturday Academy. Students are given extra help in their areas of need and receive more test preparation during this time.</li> <li>• <b>Inquiry Team Work:</b> On Mondays, Tuesdays, and Wednesdays, students taken from the bottom third when it comes to NYS test scores were selected to be part of our inquiry teams. They meet with their teachers for 37 and a half minutes in the morning before school begins to work on achieving their ELA and Math goals.</li> <li>• <b>Drop Everything and Read (D.E.A.R):</b> Many of our classroom teachers use this tool within their classes to ensure that students are reading regularly and to motivate them to read.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title I, Fair Student Funding, Contract for Excellence</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>· DIBELS – two times a year</li> <li>· E-CLAS 2 – two times a year</li> <li>· ITA’s – two times a year</li> <li>· Periodic Assessments – two times a year</li> <li>· Scantron – two times a year</li> </ul>

Subject/Area (where relevant): Mathematics/SWD

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, based on NYS Mathematics Assessment we will reduce the percentage of level 1 by 5% and increase % of level 3% by 10% for all students.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>By June 2011, based on the NYS Math Assessment, we will decrease Level 1 by 5% and increase Level 3 by 10% for all students.</b></p> <p>We are using a variety of tools and strategies to help improve our students’ abilities in Math. These include:</p> <ul style="list-style-type: none"> <li>• <b>Math Instructional Block:</b> In the elementary grades (up to grade 6), students have a 90 minute block of Math instruction each day. In the middle school, students have one period of Math (45 minutes) each day and math is included in the curriculums of all of their other subjects as part of an interdisciplinary approach.</li> <li>• <b>Everyday Math:</b> Elementary grades (K-5) use the comprehensive Everyday Math program in their classrooms.</li> <li>• <b>Impact Math:</b> Middle School grades use the comprehensive Impact Math program in their classrooms.</li> <li>• <b>Math Cluster Teacher:</b> We have designated a teacher to push into classes in grades 2-6 for math instruction on a daily basis. Self-Contained Special Education classes have also been designated a math cluster teacher for daily math instruction.</li> <li>• <b>Chess in the School/Chess Club:</b> For grades 3-5, a chess teacher pushes in once per week to teach the students the basics of chess and help improve their mathematical and critical reasoning skills. For students who do not have the opportunity to participate in this, a chess club is offered once per week after school. Students who participate in the Chess Club also attend weekend tournaments with the Chess Club</li> </ul>

	<p>Teacher and their parents.</p> <ul style="list-style-type: none"> <li>• <b>Robotics Club:</b> Our middle school math teacher coaches our robotics team which focuses on teaching geometrical concepts through the construction of robots.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title I, Fair Student Funding, Contract for Excellence</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Impact Math – unit assessments</p> <ul style="list-style-type: none"> <li>· Everyday Math – unit assessments</li> <li>· ITA's – two times a year</li> <li>· Predictives – two times a year</li> <li>· Scantron – two times a year</li> </ul>

Subject/Area (where relevant): Parent Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, we will increase parent participation and attendance at school workshops by 20%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We are constantly striving to increase parent involvement in our school as we recognize how important it is for the growth of a child’s education to have a strong bond between school and home. We are doing this through:</p> <ul style="list-style-type: none"> <li>• <b>Interest Inventory:</b> Our Parents Association is constantly researching the interests and needs of our school community and has made a conscious effort to cater to these interests and desires in hopes of not only providing valuable information, but also encouraging greater parent attendance and participation.</li> <li>• <b>Regular Parents’ Association Meetings:</b> Our Parents’ Association meets regularly (usually once per month, but more if need be.) These meetings often cover topics that have been shown to be of particular interest to the families of our students. The times of these meetings are also flexible in order to ensure the greatest number of parent attendance as possible.</li> <li>• <b>Saturday Academy for Parents:</b> Our school, along with the PA, has developed a Saturday Academy program specifically for parents. The program will be held on a series of consecutive Saturdays and will be open to all parents in the PS/IS 298 Community. The focus will be to teach parents how to work with their children at home on a variety of topics. The 4 main areas to be taught are <b>Computers, ELA, Math, and Science.</b></li> <li>• <b>Father Events:</b> For some time, there has been a concern in our school about the seeming lack of support from fathers for their children. We are planning events</li> </ul>

	<p>(dances, movie nights, trips) that will highlight the father’s role in a child’s life and will help to get more fathers involved within the school community.</p> <ul style="list-style-type: none"> <li>• <b>Information Workshops for Parents with Special Needs Students:</b> We want to ensure that parents of students with special needs have all of the support and resources they need to work most effectively with and for their children. These workshops will specifically address issues pertaining to special education in our school.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title I, Fair Student Funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>· Agendas and Attendance Sheets</li> <li>· Increase in number of parents in Parent Volunteer Program (Learning Leaders)</li> </ul>

**Subject/Area (where relevant):**

**Safety**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2011, we will increase safety in the school environment by 2.5% as recorded in the Learning Environment Survey.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>We are working hard to improve our school environment and safety as we recognize that safety and a positive school culture are prerequisites for optimal learning. Some of the tools and strategies we are using are:</p> <ul style="list-style-type: none"><li>• <b>Guidance Interventions:</b> We have 2 guidance counselors in the building who are continually seeing children and helping them to work out their frustrations in productive, healthy ways.</li><li>• <b>Peer Mediation/Conflict Resolution:</b> We have a licensed counselor in the building (aside from the 2 previously mentioned) who works with a group of student Peer Mediators who help to resolve conflicts among their peers. The idea here is that the students will take responsibility for their own negative actions by discussing the effects of the negative actions of others.</li><li>• <b>School Clubs:</b> We have a variety of clubs in the building which help to decrease negative behavior because students who are not displaying positive behavior, both academically and emotionally, are not included in these groups. These groups include <b>Student Government</b> in conjunction with <b>Partnership for Children, Chess Club, Basketball Team, and Robotics Club.</b></li><li>• <b>Community Service Projects:</b> As part of our <b>Student Government</b>, students are required to do several service projects throughout the year to help their community. In addition, our <b>Recycling Club</b>, has taken responsibility for cleaning up the school and school grounds.</li><li>• <b>Daily Announcements:</b> Students say the <b>Pledge of Allegiance</b> each day as well as the</li></ul>

	<p><b>School Pledge</b>, led by the Principal or another student over the PA. This helps reinforce their duty to both country AND school. Also, students are given a <b>Word of the Day</b> a couple of days per week to help increase their vocabulary, and quell any inappropriate language.</p> <ul style="list-style-type: none"> <li>• <b>Network Support:</b> We have the constant support of the CFN when it comes to issues of safety and improving school culture.</li> <li>• <b>Increased Safety Agent Presence:</b> We have 2 safety agents in the building who are constantly walking around the building, from floor to floor to ensure that students are behaving appropriately.</li> <li>• <b>Building Response Team/Safety Committee:</b> Plans and Protocols have been developed for these teams to put into place when an emergency safety issue arises in the building.</li> <li>• <b>School Rules:</b> School Rules and Respect For All posters are hanging throughout the building in order to remind students of how they should behave.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title I, Fair Student Funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>· Daily Class Section Sheets</li> <li>· Daily Monitoring and Reports of Acceptable and Unacceptable Behavior in the School</li> <li>· Logs and Contracts of Peer Mediation Sessions</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	9	6	N/A	N/A	5	2	1	
1	10	10	N/A	N/A	10	3	1	
2	29	6	N/A	N/A	3	1	1	
3	39	4	N/A	N/A	8	3	3	
4	28	16	28	N/A	12	4	5	
5	22	9	8	N/A	9	5	2	
6	21	18		N/A	4	8	5	3
7	28	31		N/A	4	9	3	1
8	19	14		N/A	6	5	4	
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	Inquiry Team Tutoring during 37 ½ minutes three day per week, push in and pull out small group instruction, Saturday instruction in ELA, afterschool instruction in ELA.
<b>Mathematics:</b>	Inquiry Team Tutoring during 37 ½ minutes three day per week, push in and pull out small group instruction, Saturday instruction in Mathematics, afterschool instruction in Mathematics.
<b>Science:</b>	Small Group Tutoring Science Club Recycling Club
<b>Social Studies:</b>	Small Group tutoring Student Government Council for Unity Club
<b>At-risk Services Provided by the Guidance Counselor:</b>	Two guidance counselors and a Prevention and Intervention counselor provide counseling for at risk students in one of two settings, one-to-one or small group, depending on the nature of the service. These sessions are conducted during the school day for at least one 45 minute period. Strategies provided can include character guidance, lessons on self-esteem, conflict resolution, coping with peer pressure, handling tragic circumstances and anger management.
<b>At-risk Services Provided by the School Psychologist:</b>	Our school psychologist's delivery of service is provided through individual counseling and classroom observations during the school day. The psychologist is also in frequent consultation with teachers and parents of the children who are serviced.
<b>At-risk Services Provided by the Social Worker:</b>	The school's Social Worker provides individual counseling and classroom observations throughout the school day and is also in frequent consultation with teachers and parents of the children who are serviced.

**At-risk Health-related Services:**

Small group and one-to-one services as needed. Family intervention and education as needed.

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under

Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		

<b>TOTAL</b>		
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### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	528,087	86,942	615,029
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,098		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	26,400	*	
4. Enter the anticipated 10% set-aside for Professional Development:	52,808	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_80%\_\_\_\_\_
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. The Dr. Betty Shabazz school has implemented the following strategies, programs and activities to insure high quality teaching: Common preparation and planning time for teachers, Weekly Inquiry Team Meetings, weekly instructional planning meetings, monthly professional development in all school subjects, monthly professional development around safety and parental involvement.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

### Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement

policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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## **APPENDIX 7: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

### **Statement of Parent Policy**

**Dr. Betty Shabazz Elementary and Performing Arts School**

**P.S./I.S. 298**

**85 Watkins Street**

**Brooklyn, New York 11212**

### **Schools Vision and Mission Statement**

**The vision of P.S. /I.S. 298 is to create a culture through which all decisions are made in the best interest of the children, achievement is celebrated, adult learning is supported, there is respect for uniqueness, communication is done with clarity and professionalism, all learning experiences are differentiated, meaningful and purpose driven, it is a welcoming and peaceful environment, collaboration through the partnership of community based organizations in the vessel through with the community thrives, there are high expectations for everyone, and parental involvement is the bridge to successful home/school connections.**

### **Mission Statement**

**It is the mission of the Dr. Betty Shabazz Elementary and Preparatory School for the Performing Arts to have a caring and nurturing staff who will lay firm education foundation, based in the core knowledge of academic subjects for our the students and to expose them to the Performing Arts. This is a K through 8 schools that introduces students in Early Childhood and Elementary school to various performing arts forms: music, dance, theater, and technology and then guides the middle school child to select a Talent in which to major. In this way students embrace diversity, collaboration and competition and further develop the values of education, respect, self-esteem and self-worth and ultimately become productive citizens who value their place in the world.**

P.S./I.S. 298 is committed to developing and implementing a parent **involvement** policy that foster fosters a partnership between the home, school and community that is required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA).

## I. General Expectations

P.S./I.S. 298 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## II. Description of How School Will Implement Required Parental Involvement Policy Components

1. **P.S./I.S. 298** will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA. **An annual meeting will be held by October 31 of each year in order to adopt this policy.**

2. P.S. /I.S. 298 will **conduct the following** actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment, that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
- The school will provide to parent individual information on the level of achievement of the parent's child in each of the State academic assessments.
- The school will provide to each individual parent timely notice that the parent's child has been assigned, or taught for 4 or more weeks by, a teacher who is not highly qualified.
  - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
  - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- P.S./I.S. 298 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: 100 Book Challenge, Camba, Open court and Camba After-School Program, the through the following activities:
  - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, **Title I Parent Advisory Council (PAC)**, Parent Association (PA) resource centers, book sales, following directions, reading recipes, etc.)

- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
  - the State’s academic content standards
  - the State’s student academic achievement standards
  - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

1. In order for our school to provide assistance to the parents of children served by the school as appropriate, in regards to the State and Local academic assessment including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators we plan to implement the following:

Workshops/Classes

- Learning Leader Training
- Professional Development (in state and out of state)
- Family Support Services
- Adult Literacy Program
- Fathers Only
- ELLs and Special Education
- Family Interaction Activity

2. Conference-National Coalition of ESEA Title I Parents.
  3. Materials that will be utilized during selected workshops/classes are inclusive but not limited to the following: progress reports, assessment results, teachers’ observations, records shared during open school/parents teacher conferences (portfolios, exams, reading logs, etc.), reports cards and ELA and Math State exams results along with the scale score ranges associated with each performance.
- Parents will be encouraged to attend PTA/Title I PAC meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA/PAC executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA/PAC meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
    - Through the efforts of the Parent Coordinator, the PAC Chair person and PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.

- Parents will be invited to attend an annual meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements and their right to be involved by October 31, 2011.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by mail to all parents, two weeks before the start of the month.
- English as a Second Language (ESL) and Computer workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or freestanding ESL programs.
- Parent workshops will focus on basic educational concerns, health care, and financial planning.

### **School Visitations**

Parents with children attending P.S./I.S. 298 are encouraged to visit their child's school as often as possible. Parents can visit their child's school at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:

- Back to School Parent Orientation (September),
- Parent teacher conferences (fall and spring)
- PTA/PAC and SLT meetings (monthly)
- Student of the month celebrations held in conjunction with PTA/PAC meetings,
- Honor's Night at the end of each marking period,
- Culminating celebrations marking their child's success at the school and
- Parent workshops and activities (as scheduled by the Parent Coordinator and school staff)

Parents will have reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. Parents may contact their school's parent coordinator to arrange an appointment.

### **Professional Development:**

**P.S. /I.S. 298** and CSD 23 will help parents become equal partners with educators in improving their children's academic achievement. Parents will have the opportunity to participate in professional development sessions that focus on NY State academic content standards, State and local academic assessments, curriculum, monitoring their child's progress, understanding performance data, and health and social issues for families. Monthly professional development sessions for parents will be provided by the district parent support officer, parent coordinator and other qualified staff at monthly PTA/PAC meetings.

**Professional Development** is provided by the National /Region II Coalition of Title I Parent Conferences to familiarize Title I PAC Members with their role, responsibilities and national incentives that promote academic success. It is recommended that one (1) PAC member attend each conference.

**Professional Development** is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

**ELL Professional Development:** Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

**Students with disabilities/Professional Development:** Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

### **Project Funding**

P.S./I.S. 298 will set-aside a minimum of 1% of the project funds for the usage of parent involvement and outreach. Title I parent involvement funds may be combined with other parental involvement funding received from ESEA. Title I PAC representatives will prepare the budget proposal for usage of such funds in consultation with the Principal, Parent Coordinator, PA/PTA and SLT for the best involvement and outreach of parents in the school community.

P.S./I.S. 298 will set-aside \$ 540.00 to be used at the district level to support district-wide parent involvement events and activities.

Parental Involvement Project funds will be used to support parent participation at local and out-of-town conferences, regional/district meetings, school events and activities.

### **Responsibilities of the Title I Parent Advisory Council**

In order to maintain the effectiveness of P.S./I.S. 298 Title I Parent Involvement Policy, it will be necessary for the PAC to support and uphold the contents of this policy and District 23 Title I Parent Involvement Policy as well as:

- a. Serve for two year term,
- b. Attend monthly school and district meetings,
- c. Prepare and evaluate the effectiveness of the: Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual School Accountability Report,
- d. Review Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual School Accountability Report with parent members of the school community,

- e. Review and provide input in the CEP, annual program evaluations and budget proposals, and
- f. Conduct an annual review and evaluation of the District Parent Involvement Policy.

### **Qualifications of PAC Representatives**

Members of Title I Parent Advisory Council must be a parent of a child attending Name of school and elected by parent membership.

### **Election/Voting Procedures**

Members of the Title I PAC will adhere to the following election/voting procedures:

- a. Elections will take place at the time of the PA/PTA elections
- b. Elections will be chaired by the nomination committee, DPAC members or the DPSO,
- c. Nomination committee will be formed in April of the election year
- d. Nominations will be accepted from the floor and closed on the day of elections
- e. A quorum of Five parent members must be present to conduct official business of the PA/PTA and PAC
- f. Only parents with children attending P.S./I.S. 298 can vote
- g. Absentee ballots/nominations or voting by proxy is not permitted
- h. Vacancies will be filled by the next highest-ranking officer and/or by special election at the next PA/PTA and PAC meeting.

### **Duties of PAC Officers**

The Title I PAC will consist of the following officers: Chairperson, Co-Chair, Secretary and Appointed Designee. Members missing three (3) consecutive meetings or failure to perform duties and responsibilities will be removed from office upon written grievance filed with the district office/DPAC, reviewed by general parent membership and vote to remove officer from their responsibilities. Vacancies will be filled by the next highest-ranking officer and/or by special election at the next PAC meeting.

**The Chair** shall preside at all meetings, in service parent workshops, call special meetings, appoint chairpersons of all standing and special committees with the exception of the nominating committee. The chair shall guide the activities and business of the PAC, annually review, evaluate and uphold the District's and School's Parent Involvement Policy and School-to-Parent Compact, present at the annual conference a report of the work and activities of the P.S./I.S. 298 for the past year and sign all legal documents. The chairperson shall review DCEP/CEP submitted by the District/School. Review Title I funded program information and data. Serve as a representative to the District Title I Parent Advisory Council and share all information distributed to the DPAC members. The Chair must serve as a voice for New York City children whereby legislators and others may be aware of the concerns of responsible parents in New York City regarding proposed allocations, CEPs, bases for formulas, proposals, ect. in addition, be an ex-officio member of all committees except the nominating committee.

**The Co–Chair** will have dual responsibilities in the absence of the chair as well as ensure that the minutes, agendas, and sign-in sheets for all committee meetings are recorded and secured within the district office. The Co chair will be responsible for monitoring the PAC’s budget.

**The Secretary** will prepare, file and ensure that the minutes, agendas, financial forms/invoices/receipts and sign-in sheets for all committee meetings and/or events are recorded and secured within the school.

**The Designee** is appointed by the Chair and shall vote in the absence of the chair.

### **Record Keeping**

Schools are required to maintain documents that substantiate Title I/PCEN parent involvement activities and expenditures **for a period of seven (7) years**. Bookkeeping records such as imprest forms and purchase orders as well as program records including, but not limited to, meeting minutes and agendas, sign-in sheets, newsletters and flyer, etc must be available for review by local, State or Federal monitors/auditors upon request.

### **III. Adoption**

**This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by name of Brenda Robertson PAC Chairperson and Brenda Robertson PA President. This policy was adopted by the P.S./I.S. 298 family on May 18, 2011 and will be in effect for the period of 2010-2011 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 31, 2011.**

### **IV. Annual evaluation of the Parent Involvement Policy**

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA/PTA/PAC and the school's parent coordinator and administration.

### **Part B: School-Parent Compact**

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the

school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Dr. Betty Shabazz Elementary and Performing Arts School**  
**85 Watkins Street**  
**Brooklyn, New York 11212**  
**Phone# (718) 495-7793**  
**Fax# (718) 566-8770**  
**2009-2010**

### Title I School-Parent Compact Framework

**The school and parents working cooperatively to provide for the successful education of their children agree:**

<b>P.S./I.S. 298 will:</b>	<b>The Parent/Guardian will</b>
P.S./I.S. 298, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic	<p><b>Describe the ways in which parents will support their children’s learning, such as:</b></p> <ul style="list-style-type: none"> <li>• Promoting positive use of my child’s extracurricular time</li> <li>• Monitoring attendance</li> </ul>

achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010

**P.S./I.S. 298** will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows:
  - The Parent Coordinator will work with the PA/PAC and staff to provide training and/or workshops in ELA, Math, Science, Social Studies and the Arts. This will train parents to be effective as their child's first teacher and help to support in achieving the State's high standards of education.
- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held:
  - Describe when the parent-teacher conferences will be held.
  - Once in the spring and once in the fall
  - ***Provide parents with frequent report on their children's progress.***
- Provide parents with frequent reports on their children's progress.
  - Describe when and how the school will provide reports to parents.***
  - ***Progress report will be provided to the parents five times a year. (2x at parents teacher conferences, and at the end of the marking period, and the parents can always set up and appointment though the Parent Coordinator).***
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - Describe when, where, and how staff will be available for***

- Making sure that homework is completed
- Monitoring amount of television their children watch
- Volunteering in my child's classroom
- Participating as appropriate, in decisions relating to my children's education.
  - Promoting positive use of my child's extracurricular time.
  - Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school District either received by my child or by mail and responding, as appropriate.
  - Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
    - To attend early childhood meeting at least 6 times per year.
    - Read to and/or with my child at least 15 to 30 minutes daily (per-k-second grade).
    - Help my child identify and write upper and lower case letters and number (per-k-second grade.)
    - To send my child to school prepared for class work everyday (with books and pencils.)
    - To teach my child to respect himself/herself and others.
    - Make sure my child gets to bed on time so he/she can be well rested.
    - To attend conferences at school with teacher or supervisor after three missed homework assignments.
    - To attend PA./P.A.C. meeting, Parent Workshops and Parent –Teachers Conferences.
    - To drill my child on their basic skills (reading, writing, addition, subtraction, division, and multiplication).
    - To see that my child is reading at least 60 minutes daily (3<sup>rd</sup> grade – 8<sup>th</sup> grade).

*consultation with parents.*

- *Parent teacher conferences*
- *Open House*
- *Grade Conferences*
- *Parent Coordinator*

• Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- **Though the city-wide agency Learning Leaders. Parents will be trained to assist teacher in the classrooms. Training is held once a year in – house however over 15 opportunities will be available for parents to take the training in another school within the district, within the school.**

• Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

- Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

• Provide information to parents of participating students in an

- To come to a series of ELA and Math workshops offered at the school.

**[Describe the ways in which students will support their academic achievement, such as:**

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Make sure I get to school every day and on time
- Developing my use of critical and creative thinking skills to solve problems.
- Making sure that **I DO NOT** use any type of non-prescribed drugs.
- Making sure that I prepare for each test.
- I will do my best and be an exceptional student.

understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

**SIGNATURES:**

\_\_\_\_\_

**SCHOOL**

\_\_\_\_\_

**PAC CHAIR OR PTA PRESIDENT**

\_\_\_\_\_

**STUDENT**

\_\_\_\_\_

**DATE**

\_\_\_\_\_

**DATE**

\_\_\_\_\_

**DATE**

**(Please note that signatures are not required)**

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.

**Core Knowledge is described as a solid, specific, sequenced and shared curriculum. It is solid in its outline of content to be taught from Pre-K through eighth grade. It allows teachers to differentiate instruction to meet the needs of all students and the freedom to teach the subject matter as creatively as they like, however the content is specified and rigorous. From year to year subjects are taught in a sequenced way so that content learned in earlier grades assist in the knowledge base for future grades. And lastly, studying subjects together in the same grade helps to build a sense of community and an understanding of how subjects relate to one another and builds over time the necessary vocabulary to comprehend these subjects. It is a program that integrates music and art whenever possible with history and literature and those subjects that are not included such as physical education can still be related to various elements of classroom study. This curriculum addresses all of the above concerns.**

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

**Our school's professional development committee, which consists of our UFT Teacher Center Specialist, literacy coach and two Assistant Principals, is currently being trained to implement the Common Core Standards and Curriculum Mapping in ELA and Mathematics. Those topics of high interest as well as topics that administration felt were necessary in promoting high-quality instruction leading to improved student results were prioritized and delivered through, study groups and courses offered by the UFT. Our UFT Teacher Center along with our CFN serve as our initial focal point of professional development activity. Here is where teachers, paraprofessionals, pupil services personnel, parents and other staff can come and obtain appropriate instructional and interventional materials as well as strategies and techniques in helping to meet the needs of the whole child be it academically, socially or emotionally. Based upon the differentiated needs of our teachers, our Teacher Center Specialist makes herself available to meet with individual and groups of teachers. Where the need arises especially with new teachers inter-visitations are set up for them to observe the best practices of some of our veteran and lead teachers.**

3. Instruction by highly qualified staff.

**We hire and assign teachers according to the area of their license.**

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

**This Professional Development is provided by our CFN on a monthly on going basis. The staff is consistently polled for its PD needs and ten that PD is provided.**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement through means such as family literacy services.

**We work closely with our Parent Association to develop workshops, volunteerism and parent meetings in all efforts to increase parent involvement.**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. **The development of Inquiry Teams and the use of student data to drive instruction.**

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title II, Part A	Federal						
8. Coordinate and integrate Federal, State and local services and programs.	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
  
2. Ensure that planning for students served under this program is incorporated into existing school planning.
  
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
  
4. Coordinate with and support the regular educational program;
  
5. Provide instruction by highly qualified teachers;
  
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  
7. Provide strategies to increase parental involvement; and

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 298 Dr. Betty Shabazz					
<b>District:</b>	23	<b>DBN:</b>	23K298	<b>School</b>		332300010298

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	10				

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	33	54	52		88.4	90.1	88.8
Kindergarten	38	60	64				
Grade 1	49	48	59	<b>Student Stability - % of Enrollment:</b>			
Grade 2	55	39	48	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	64	57	40		92.1	91.2	88.3
Grade 4	57	62	54				
Grade 5	62	57	52	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	60	68	70	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	56	64	68		99.2	84.4	91.4
Grade 8	62	54	63				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	19	43
Grade 12	0	0	0				
Ungraded	3	3	3	<b>Recent Immigrants - Total Number:</b>			
Total	539	566	573	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	1	2

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	40	49	51	Principal Suspensions	60	55	17
# in Collaborative Team Teaching (CTT) Classes	26	30	32	Superintendent Suspensions	45	40	38
Number all others	45	44	49				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	62	56	51
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	13	9
# receiving ESL services only	12	20	TBD				
# ELLs with IEPs	1	4	TBD	Number of Educational Paraprofessionals	4	3	8

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	0	16	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	72.6	69.6	82.3
				% more than 5 years teaching anywhere	64.5	69.6	82.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	86.0	86.3
American Indian or Alaska Native	0.2	0.4	0.3	% core classes taught by "highly qualified" teachers	92.4	80.0	89.1
Black or African American	86.3	83.4	80.8				
Hispanic or Latino	12.1	14.7	17.1				
Asian or Native Hawaiian/Other Pacific	0.4	0.9	0.7				
White	0.6	0.4	1.0				
<b>Male</b>	47.3	49.6	50.4				
<b>Female</b>	52.7	50.4	49.6				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial	-	-	-			
Students with Disabilities	vsh	v	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	v	v				
<b>Student groups making</b>	<b>5</b>	<b>5</b>	<b>1</b>			

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	21.8	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment:	1.4	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	1.4	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	18		
<i>(Comprises 60% of the</i>			
Additional Credit:	1		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster	District <b>23</b>	School Number <b>298</b>	School Name <b>Dr. Betty Shabaz</b>
Principal <b>Mrs. Antoinette Martin</b>		Assistant Principal <b>Gina Bosmond, Shana Myles</b>	
Coach <b>Utika Chemont</b>		Coach	
Teacher/Subject Area <b>Pamela Rodgers, ESL</b>		Guidance Counselor <b>Barbara Lino</b>	
Teacher/Subject Area <b>Renee Barnes, 3<sup>rd</sup> Grade</b>		Parent	
Teacher/Subject Area <b>Ms. Marshall, 5<sup>th</sup> Grade</b>		Parent Coordinator <b>Ms. Batts</b>	
Related Service Provider <b>Linda Myers</b>		Other	
Network Leader		Other	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>577</b>	Total Number of ELLs	<b>24</b>	ELLs as Share of Total Student Population (%)	<b>4.16%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. Students are initially enrolled by the school's pupil secretary. After a brief interview with the parents determining the native language of the family (identifying the student's native language at home) parents are given a HLIS to complete. The parent(s) are then interviewed by the licensed/certified ELL teacher. Based on the parent interview and the answers indicated on the HLIS a determination is made as to whether it is required to LAB-R test the registering student. All parents of new public school enrollees in New York City are required to complete a Home Language Identification Survey (HLIS). This survey helps the school system identify students who may have limited English language proficiency. Once potential ELLs are identified, they are administered the revised Language Assessment Battery (LAB-R) test within ten days of enrollment. The LAB-R results determine whether students are entitled to bilingual/ESL programs and services. School administrators should use LAB-R data to inform instructional programs and initial language allocations.

The NYSELAT is administered to students annually. Scores are assessed at the beginning of the new school year and a determination is made based on the individual reading and writing, listening and speaking, and overall test score. The New York State English as a Second Language Achievement Test (NYSESLAT)—a test developed by the New York State Education Department to measure English Language Arts (ELA) proficiency levels (i.e., beginning, intermediate, advanced) of ELLs—is administered each spring. Proficiency levels determine the appropriate ratio of English to native language use in educational bilingual programs as well as requirements for ESL instruction.

2. All schools are given and required to have an ELL welcome tool kit that contains information on the parent options for ELLs. The ELL teacher invites parents at the time of enrollment and uses these materials, which detail the learning options parents can choose for their child. The teacher helps parents to choose the best language program for their child. Parents can watch a video, provided by the DOE explaining each program curriculum. Parents can ask questions and receive materials in their native language explaining all language options.

3. Parents are given the opportunity to think about which program to choose, although the majority choose whatever program is offered at the school (Freestanding ELL). Parents are given the entitlement letter at the end of the presentation/conference. For the parents who do not attend the presentation, letters are prepared by the ELL teacher and sent by the school to the homes of the students. There is a follow up by the ELL teacher along with the classroom teacher to ensure all students return signed entitlement letters.

4. As described in question 3 parents are presented with a presentation of each program offered by the DOE. Conferencing with parents helps in the assessment of the child's learning style. Based on the raw score of the LAB-R test it is determined if the child is on the level of a beginning, intermediate or advanced ELL learner. This is then used to help parent decide if the recommended program will be the best program for their child. Student characteristics, such as native literacy levels and student performance data on multiple assessments is also used.

5. The only ELL program offered at P.S. 298 is a Freestanding ESL. 100% of the parents who enroll their child(ren) in the school choose to have their child placed in the Freestanding ESL Pull-out Program.

6. Since P.S. 298 only offers one type of service, parents are provided with information about the school(s) in the district that offer the type of services they prefer.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K  
  1  
  2  
  3  
  4  
  5  
 6  
  7  
  8  
 9  
 10  
 11  
 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
<b>All ELLs</b>	24	<b>Newcomers (ELLs receiving service 0-3 years)</b>	10	<b>Special Education</b>	4
<b>SIFE</b>	0	<b>ELLs receiving service 4-6 years</b>	10	<b>Long-Term (completed 6 years)</b>	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
<b>TBE</b>											0
<b>Dual Language</b>											0
<b>ESL</b>	7	0	1	16	0	0	1	0	1		24
<b>Total</b>	7	0	1	16	0	0	1	0	1		24

Number of ELLs in a TBE program who are in alternate placement:

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	1		3	2	2	2	2	1					18
Chinese														0
Russian														0
Bengali				1					1					2
Urdu														0
Arabic	1		1				1							3
Haitian														0
French					1									1

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>24</b>

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	1		3	2	2	2	2	1					18
Chinese														0
Russian														0
Bengali					1				1					2
Urdu														0
Arabic	1		1				1							3
Haitian														0
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>24</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

1a. P.S. 298 offers a Freestanding ESL Pull-Out Program. The ESL teacher and classroom teachers of ELLs work together teaching different components of the ELA curriculum. The teacher teams meet weekly (common prep period) to discuss ELA/ELL writing, reading comprehension, and grammar lessons. The ESL teacher plans carefully with general education teachers to ensure curricular alignment. Student progress is discussed as well as how student performance can be improved. When teachers feel it would be beneficial to a student (new students who speak little or no English) the ESL teacher will also Push-In to help students in other subject areas.

1b. The Program Model is mixed. A combination of Heterogeneous, Homogeneous, and Ungraded is used. Students are grouped according to their proficiency levels, (as determined by NYSELAT) although some students perform on higher levels than showed on the NYSELAT (this may be due to the fact that some students are nervous when they are tested), grade levels are also considered. For example, a beginning eighth grader will be placed in a class with sixth and seventh graders on a similar level (beginning-intermediate to a mid-intermediate level). Students are placed this way so that the level of maturity in the class will be on the same level and students will not feel 'inferior' to their classmates outside their ELL class.

2. Teachers work collaboratively and student schedules are designed at the beginning of the year. Student schedules are determined according to the proficiency level of the child. Extended morning time (37 1/2 min.) is incorporated in the required minutes. Other times program in the school such as Lunch and Learn are used where the students can receive instruction several times a week while having lunch in the class. When necessary for a student Push-In time is also incorporated into the required instruction time.

2a. P.S 298 is a K-8 school so the mandated number of units for support for ELLs is used according to CR Part 154 as follows: Beginning level ELLs and Intermediate level students receive 360 minutes of instruction per week. Advanced level students receive 180 minutes of instruction per week.

3. All classes are conducted in English (since this is a Freestanding ESL Program). Students receive Push-In assistance during content area instruction. The ESL teacher works with an ELL student or group in collaboration with the regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. The scaffolding method used is used to help ELLs gain academic and communicative competence in the target area. Modeling, Contextualizing, and bridging are initially used. As students build skills and have a greater understanding of English other scaffolding models are introduced. All lessons are focused around vocabulary and comprehension.

4a. There are no SIFE students at P.S. 298.

4b. Instruction is differentiated but not limited to proficiency levels. Students who are on a beginning level are exposed to similar work as those who are transitioning from beginning to intermediate levels. The exposé helps students prepare for higher levels and encourages them to strive to become competent, independent thinkers and learners. Most beginners are exposed to vocabulary and speaking. Modeling is the major component in their lessons. Their programs are designed to work along side their peers and practice preparation is given to help students become familiar with the testing process. P.S. 298 also offers academic intervention reading/comprehension programs. These computer based programs are provided to ELLs to increase their comprehension, phonics and vocabulary skills. It allows ELLs to interact with the learning process, which helps to boost confidence and reassurance.

4c. Students receiving services for 4 to 6 years focus primarily on vocabulary building (comprehension), increasing vocabulary, reading comprehension and writing skills. They are also provided with computer interactive programs such as Imagine Learning, Achieve 3000 and Classroom Inc. These computer based programs provide a hands-on learning experience for ELLs. They can practice and learn effective and creative writing skills necessary for successful standardized testing. Pairing ELLs with their peers in ELA classes and participating with a classmate (partner) exposes ELLs to new experiences and correct English usage.

4d. Long term ELLs are provided with the same options as the 4-6 year ELLs' (see 4c). In addition, one-on-one tutoring is given to Long Term ELLs with a focus on Schema Building, Text Re-Presentation and Modeling.

4e. Special needs ELLs are provided with the same options as Long Term ELLs with and additional focusing on building writing skills, using scaffolding models for writing such as Schema Building and Text Re-Presentation.

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. P.S. 298 offers only a freestanding ESL Program. The targeted intervention programs for ELLs in ELA math, and other content areas are Achieve 3000, Classroom Inc., Imagine Learning, and Saturday Academy.

6. Although students achieve proficiency their will continue to receive ELL services. Students will continue to attend classes (with less time) and receive Push-In small group instruction. Test accomodations will also be given to newly proficient status ELLs.

7. There are currently no new programs being considered for ELLs at this time. Every year there is a focus on teacher collaboration. Classroom and ELL teachers will increase the focus on the areas where test results showed students weak skills and design a comprehensive program that will target areas where students are having difficulties.

8. There are no programs that will be discontinued.

9. P.S. 298 has an afterschool program called Camba. Students spent 2hours after school engaged in activities and getting assistance with their homework. Saturday Academy is offered to students in need of academic intervention. Students are encouraged to attend the 37 1/2 minutes sessions with a classroom teacher or provider to receive additional help.

10. ELL students use Mac laptop computers during their sessions. CDs, tapes, DVD, and television are also used for instruction. Leap Frog talking books, interactive globes, and a varitety math manipulatives including calculators.

11. Books in students native language are included in the class library and some manipulatives ( games,CDs, DVDs, and videos) are in students native language. Students are also encouraged to bring and share any appropriate educational tools in their native language.

12. Yes, the materials use to aid ELLs are provided for all age, grades, and proficiency levels.

13. There are no special programs/activities available for ELLs during the summer.

14. Currently the only foreign language elective offered is Spanish.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. The ELL teacher attends several workshops throughout the year provided by the DOE and ISC offices.

2. Staff members attend workshops within the school on staff development days. Information is distributed to teachers informing them as to what to expect from ELLs and what sources are available.

3. In addition to workshops, staff members that will provide services to ELLs (classroom teacher, speech, etc.) are informed as to how many minutes per week ELLs must receive services, ways they can differentiate instruction to meet the needs of ELLs (including scaffolding models), and what expectations they should have of an ELL student.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Several parent programs are included in the school. There is a parent association located within the school and a parent coordinator that helps arrange a variety of workshops to help parents get involved with their community and student education. There are parent volunteers that assist teachers/staff members in a variety of ways throughout the school. The DOE offers several ELL workshops for parents that are held both inside and outside the school.

2.

3. During the initial orientation with parents their needs and expectations are addressed. Parents are encouraged to meet with the ELL teacher and other staff members involved with their child(ren) to discuss their concerns and desires for their child.

4. Most parents want to know how they can help their child(ren) succeed. Workshops are provided to inform parents as to how they can assist their child with daily lessons. Hands on workshops help parents to understand their role in their child's learning process. Information as to what materials would be helpful to buy and where to buy them has also been useful.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6		1		1			1	1					10
Intermediate(I)	1				3	1	2							7
Advanced (A)		1		3		1	1	1						7
Total	7	1	1	3	4	2	3	2	1	0	0	0	0	24

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									1
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Early literacy skills are assessed using the ECLAS-2 and EPAL. This information is a helpful tool in assessing the students levels and the academic needs. This data seems to indicate that students learn English by first writing skills followed by speaking, then reading, and listening.

2. The LAB-R shows that new Ells have developed a minimum amount of vocabulary and comprehension skills in the English language. NYSESLAT scores show that students do make progress in all areas (writing, speaking, listening, and reading) after attending ELL Pull-Out classes and a year/years of exposure to English.

3. NYSESLAT scores will show where students strengths and weaknesses are. By understanding what areas students need improvement in instructional decisions can be made as to what programs and lessons will be designed around the needs of these individuals. Lessons and program choices can be decided for students who will excel in various areas.

4a. With the exception of one 5<sup>th</sup> grade student Ells in both ELA and math are scoring at levels 1 and/or 2. Students seem to do better in Math than in ELA, perhaps because the vocabulary is more simplified and the concepts of solving problems are more universal. Math concepts result in answers that are based on facts, while students show they have difficulty in ELA because of the vast amount of vocabulary, different cultural concepts, and opinions. ELLs show difficulty in expressing their thoughts in writing. Due to their limited understanding of English vocabulary. In other words, students find it difficult and often frustrating translating a native word into an English word.

4b. The school leadership team and teachers are using the ELL Periodic Assessment to determine which academic interventions would be best suit the needs of the ELL population.

4c. The Periodic Assessment helps teachers and staff focus on the needs of the ELLs. The areas where ELLs are having the most difficulty are addressed and intervention services are recommended and provided for students. Since there are a variety of languages spoken among ELL students and they are only offered Freestanding ESL classes a focus on the native language is provided by making available materials in the NL such as books, magazines, CDs, DVDs, videos, and tapes.

5. There are no Dual Language Programs.

6. The ELL Program is consistently looking for ways to improve instruction. The success levels of the program varies from year to year. Our ELL program starts by helping students attain higher levels of self-esteem. Small pull-out classes aid in helping students feel less inhibited and more confident in themselves and their work.

Our ELLs learn to participate more fully in learning tasks, which eventually help "self-regulate" the use of the structures and processes that are put into place.

**Additional Information**

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

**Part VI: LAP Assurances**

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**School DBN: 23K298**

*All Title I SWP schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	528,087	86,942	615,029
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,098		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	26,400	*	
4. Enter the anticipated 10% set-aside for Professional Development:	52,808	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
\_\_\_\_\_80%\_\_\_\_\_

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

### **APPENDIX 7: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

#### **Statement of Parent Policy**

**Dr. Betty Shabazz Elementary and Performing Arts School**

**P.S./I.S. 298**

**85 Watkins Street**

**Brooklyn, New York 11212**

#### **Schools Vision and Mission Statement**

**The vision of P.S. /I.S. 298 is to create a culture through which all decisions are made in the best interest of the children, achievement is celebrated, adult learning is supported, there is respect for uniqueness, communication is done with clarity and professionalism, all learning experiences are differentiated, meaningful and purpose driven, it is a welcoming and peaceful environment, collaboration through the partnership of community based organizations in the vessel through with the community thrives, there are high expectations for everyone, and parental involvement is the bridge to successful home/school connections.**

#### **Mission Statement**

**It is the mission of the Dr. Betty Shabazz Elementary and Preparatory School for the Performing Arts to have a caring and nurturing staff who will lay firm education foundation, based in the core knowledge of academic subjects for our the students and to expose them to**

**the Performing Arts. This is a K through 8 schools that introduces students in Early Childhood and Elementary school to various performing arts forms: music, dance, theater, and technology and then guides the middle school child to select a Talent in which to major. In this way students embrace diversity, collaboration and competition and further develop the values of education, respect, self-esteem and self-esteem and self worth and ultimately become productive citizens who value their place in the world.**

P.S./I.S. 298 is committed to developing and implementing a parent **involvement** policy that foster fosters a partnership between the home, school and community that is required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA).

### **I. General Expectations**

P.S./I.S. 298 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## II. Description of How School Will Implement Required Parental Involvement Policy Components

1. **P.S. /I.S. 298** will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA. **An annual meeting will be held by October 31 of each year in order to adopt this policy.**
2. P.S. /I.S. 298 will **conduct the following** actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment, that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
- The school will provide to parent individual information on the level of achievement of the parent's child in each of the State academic assessments.
- The school will provide to each individual parent timely notice that the parent's child has been assigned, or taught for 4 or more weeks by, a teacher who is not highly qualified.
  - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
  - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- P.S./I.S. 298 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: 100 Book Challenge, Camba, Open court and Camba After-School Program, the through the following activities:

- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, **Title I Parent Advisory Council (PAC)**, Parent Association (PA) resource centers, book sales, following directions, reading recipes, etc.)
- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
  - the State’s academic content standards
  - the State’s student academic achievement standards
  - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

1. In order for our school to provide assistance to the parents of children served by the school as appropriate, in regards to the State and Local academic assessment including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators we plan to implement the following:

Workshops/Classes

Learning Leader Training

Professional Development (in state and out of state)

Family Support Services

Adult Literacy Program

Fathers Only

ELLs and Special Education      Family Interaction Activity

2. Conference-National Coalition of ESEA Title I Parents.
3. Materials that will be utilized during selected workshops/classes are inclusive but not limited to the following: progress reports, assessment results, teachers' observations, records shared during open school/parents teacher conferences (portfolios, exams, reading logs, etc.), reports cards and ELA and Math State exams results along with the scale score ranges associated with each performance.
  - Parents will be encouraged to attend PTA/Title I PAC meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA/PAC executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA/PAC meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
    - Through the efforts of the Parent Coordinator, the PAC Chair person and PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
  - Parents will be invited to attend an annual meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements and their right to be involved by October 31, 2011.
  - School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
  - The school calendar will be disseminated each month by mail to all parents, two weeks before the start of the month.
  - English as a Second Language (ESL) and Computer workshops will be held for parents.
  - At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or freestanding ESL programs.
  - Parent workshops will focus on basic educational concerns, health care, and financial planning.

### **School Visitations**

Parents with children attending P.S./I.S. 298 are encouraged to visit their child's school as often as possible. Parents can visit their child's school at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:

- Back to School Parent Orientation (September),
- Parent teacher conferences (fall and spring)
- PTA/PAC and SLT meetings (monthly)
- Student of the month celebrations held in conjunction with PTA/PAC meetings,

- Honor's Night at the end of each marking period,
- Culminating celebrations marking their child's success at the school and
- Parent workshops and activities (as scheduled by the Parent Coordinator and school staff)

Parents will have reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. Parents may contact their school's parent coordinator to arrange an appointment.

**Professional Development:**

**P.S. /I.S. 298** and CSD 23 will help parents become equal partners with educators in improving their children's academic achievement. Parents will have the opportunity to participate in professional development sessions that focus on NY State academic content standards, State and local academic assessments, curriculum, monitoring their child's progress, understanding performance data, and health and social issues for families. Monthly professional development sessions for parents will be provided by the district parent support officer, parent coordinator and other qualified staff at monthly PTA/PAC meetings.

**Professional Development** is provided by the National /Region II Coalition of Title I Parent Conferences to familiarize Title I PAC Members with their role, responsibilities and national incentives that promote academic success. It is recommended that one (1) PAC member attend each conference.

**Professional Development** is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

**ELL Professional Development:** Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

**Students with disabilities/Professional Development:** Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

**Project Funding**

P.S./I.S. 298 will set-aside a minimum of 1% of the project funds for the usage of parent involvement and outreach. Title I parent involvement funds may be combined with other parental involvement funding received from ESEA. Title I PAC representatives will prepare the budget

proposal for usage of such funds in consultation with the Principal, Parent Coordinator, PA/PTA and SLT for the best involvement and outreach of parents in the school community.

P.S./I.S. 298 will set-aside \$ 540.00 to be used at the district level to support district-wide parent involvement events and activities.

Parental Involvement Project funds will be used to support parent participation at local and out-of-town conferences, regional/district meetings, school events and activities.

### **Responsibilities of the Title I Parent Advisory Council**

In order to maintain the effectiveness of P.S./I.S. 298 Title I Parent Involvement Policy, it will be necessary for the PAC to support and uphold the contents of this policy and District 23 Title I Parent Involvement Policy as well as:

- a. Serve for two year term,
- b. Attend monthly school and district meetings,
- c. Prepare and evaluate the effectiveness of the: Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual School Accountability Report,
- d. Review Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual School Accountability Report with parent members of the school community,
- e. Review and provide input in the CEP, annual program evaluations and budget proposals, and
- f. Conduct an annual review and evaluation of the District Parent Involvement Policy.

### **Qualifications of PAC Representatives**

Members of Title I Parent Advisory Council must be a parent of a child attending Name of school and elected by parent membership.

### **Election/Voting Procedures**

Members of the Title I PAC will adhere to the following election/voting procedures:

- a. Elections will take place at the time of the PA/PTA elections
- b. Elections will be chaired by the nomination committee, DPAC members or the DPSO,
- c. Nomination committee will be formed in April of the election year
- d. Nominations will be accepted from the floor and closed on the day of elections
- e. A quorum of Five parent members must be present to conduct official business of the PA/PTA and PAC
- f. Only parents with children attending P.S./I.S. 298 can vote
- g. Absentee ballots/nominations or voting by proxy is not permitted
- h. Vacancies will be filled by the next highest-ranking officer and/or by special election at the next PA/PTA and PAC meeting.

### **Duties of PAC Officers**

The Title I PAC will consist of the following officers: Chairperson, Co-Chair, Secretary and Appointed Designee. Members missing three (3) consecutive meetings or failure to perform duties and responsibilities will be removed from office upon written grievance filed with the district office/DPAC, reviewed by general parent membership and vote to remove officer from their responsibilities. Vacancies will be filled by the next highest-ranking officer and/or by special election at the next PAC meeting.

**The Chair** shall preside at all meetings, in service parent workshops, call special meetings, appoint chairpersons of all standing and special committees with the exception of the nominating committee. The chair shall guide the activities and business of the PAC, annually review, evaluate and uphold the District's and School's Parent Involvement Policy and School-to-Parent Compact, present at the annual conference a report of the work and activities of the P.S./I.S. 298 for the past year and sign all legal documents. The chairperson shall review DCEP/CEP submitted by the District/School. Review Title I funded program information and data. Serve as a representative to the District Title I Parent Advisory Council and share all information distributed to the DPAC members. The Chair must serve as a voice for New York City children whereby legislators and others may be aware of the concerns of responsible parents in New

York City regarding proposed allocations, CEPs, bases for formulas, proposals, ect. in addition, be an ex-officio member of all committees except the nominating committee.

**The Co-Chair** will have dual responsibilities in the absence of the chair as well as ensure that the minutes, agendas, and sign-in sheets for all committee meetings are recorded and secured within the district office. The Co chair will be responsible for monitoring the PAC's budget.

**The Secretary** will prepare, file and ensure that the minutes, agendas, financial forms/invoices/receipts and sign-in sheets for all committee meetings and/or events are recorded and secured within the school.

**The Designee** is appointed by the Chair and shall vote in the absence of the chair.

### **Record Keeping**

Schools are required to maintain documents that substantiate Title I/PCEN parent involvement activities and expenditures **for a period of seven (7) years**. Bookkeeping records such as imprest forms and purchase orders as well as program records including, but not limited to, meeting minutes and agendas, sign-in sheets, newsletters and flyer, etc must be available for review by local, State or Federal monitors/auditors upon request.

### **III. Adoption**

**This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by name of Brenda Robertson PAC Chairperson and Brenda Robertson PA President. This policy was adopted by the P.S./I.S. 298 family on May 18, 2011 and will be in effect for the period of 2010-2011 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 31, 2011.**

### **IV. Annual evaluation of the Parent Involvement Policy**

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA/PTA/PAC and the school's parent coordinator and administration.

## **Part B: School-Parent Compact**

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Dr. Betty Shabazz Elementary and Performing Arts School**  
**85 Watkins Street**  
**Brooklyn, New York 11212**  
**Phone# (718) 495-7793**  
**Fax# (718) 566-8770**  
**2009-2010**

**Title I School-Parent Compact Framework**

**The school and parents working cooperatively to provide for the successful education of their children agree:**

<b>P.S./I.S. 298 will:</b>	<b>The Parent/Guardian will</b>
<p>P.S./I.S. 298, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2009-2010</p> <p><b>P.S./I.S. 298</b> will:</p> <ul style="list-style-type: none"> <li>• Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State’s student achievement standards as follows: <ul style="list-style-type: none"> <li>• The Parent Coordinator will work with the PA/PAC and staff to provide training and/or workshops in ELA, Math, Science,</li> </ul> </li> </ul>	<p><b>Describe the ways in which parents will support their children’s learning, such as:</b></p> <ul style="list-style-type: none"> <li>• Promoting positive use of my child’s extracurricular time <ul style="list-style-type: none"> <li>• Monitoring attendance</li> <li>• Making sure that homework is completed</li> <li>• Monitoring amount of television their children watch</li> <li>• Volunteering in my child’s classroom</li> <li>• Participating as appropriate, in decisions relating to my children’s education.</li> </ul> </li> <li>• Promoting positive use of my child’s extracurricular time.</li> <li>• Staying informed about my child’s education and communicating with the school by promptly reading all notices from</li> </ul>

Social Studies and the Arts. This will train parents to be effective as their child's first teacher and help to support in achieving the State's high standards of education.

- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held:

Describe when the parent-teacher conferences will be held.

- Once in the spring and once in the fall
- ***Provide parents with frequent report on their children's progress.***
- Provide parents with frequent reports on their children's progress.

***Describe when and how the school will provide reports to parents.***

- ***Progress report will be provided to the parents five times a year.(2x at parents teacher conferences, and at the end of the marking period, and the parents can always set up and appointment though the Parent Coordinator).***
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

***Describe when, where, and how staff will be available for consultation with parents.***

- ***Parent teacher conferences***
- ***Open House***
- ***Grade Conferences***
- ***Parent Coordinator***

the school or the school

District either received by my child or by mail and responding, as appropriate.

- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

- To attend early childhood meeting at least 6 times per year.
- Read to and/or with my child at least 15 to 30 minutes daily (per-k-second grade).
- Help my child identify and write upper and lower case letters and number (per-k-second grade.)
- To send my child to school prepared for class work everyday (with books and pencils.)
- To teach my child to respect himself/herself and others.
- Make sure my child gets to bed on time so he/she can be well rested.
- To attend conferences at school with teacher or supervisor after three missed homework assignments.
- To attend PA./P.A.C. meeting, Parent Workshops and

• Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:

- **Though the city-wide agency Learning Leaders. Parents will be trained to assist teacher in the classrooms. Training is held once a year in – house however over 15 opportunities will be available for parents to take the training in another school within the district, within the school.**

• Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.

- Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

• Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene

the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and

Parent –Teachers Conferences.

- To drill my child on their basic skills (reading, writing, addition, subtraction, division, and multiplication).
- To see that my child is reading at least 60 minutes daily (3<sup>rd</sup> grade – 8<sup>th</sup> grade).
- To come to a series of ELA and Math workshops offered at the school.

**[Describe the ways in which students will support their academic achievement, such as:**

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Make sure I get to school every day and on time

will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

- Developing my use of critical and creative thinking skills to solve problems.
- Making sure that **I DO NOT** use any type of non-prescribed drugs.
- Making sure that I prepare for each test.
- I will do my best and be an exceptional student.

**SIGNATURES:**

_____	_____	_____
<b>SCHOOL</b>	<b>PAC CHAIR OR PTA PRESIDENT</b>	<b>STUDENT</b>
_____	_____	_____
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

**(Please note that signatures are not required)**

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

**Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated

Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>ii</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$544,985	✓	18 - 25
Title I, Part A (ARRA)	Federal	✓			\$64,844	✓	18 - 25
Title II, Part A	Federal	✓			\$222,968	✓	18 - 25
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal	✓			\$194,601	✓	18 - 25
Tax Levy	Local	✓			\$3,654,277	✓	18 - 25

<sup>1</sup> **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>1</sup> **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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<sup>i</sup> **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>ii</sup> **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

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- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
  - **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
  - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.